



National Institute *for* Transformation & Equity

Home of the CECE Surveys

2017-2018 INSTITUTIONAL REPORT



Mission College

Summary and Analysis Report

Office of Research, Planning, and Institutional Effectiveness

Culturally Engaging Campus Environments (CECE) Survey

Mission College: 2017-2018

Summary and Analysis

Mission College Office of Research, Planning, and Institutional Effectiveness

About CECE: The CECE surveys are not traditional climate surveys. They go beyond identification of problems and provide evidence-based tools for campuses that want to focus on what they need to do in order to cultivate inclusive institutions. The CECE surveys are research-based and focused on measuring the most critical elements of an optimally inclusive campus environment.

The CECE community college student survey measures the degree to which students perceive their campus environments to be characterized by the following:

1. Cultural familiarity
2. Culturally relevant knowledge
3. Cultural community service
4. Meaningful cross-cultural engagement
5. Cultural validation
6. Collectivist orientations
7. Humanized educational experiences
8. Proactive philosophies
9. Holistic support

The CECE Faculty and Staff/Administration (employee) surveys include items focused on 8 of the 9 elements from the student survey, above; “meaningful cross-cultural engagement” is not included for those respondents.

Survey Administration Dates: February 28 – April 7, 2018

Respondent Groups and Response Rates:

Group	# of Respondents	%
Students	862	12.5%
Faculty	76	~24%
Classified Staff and Administration	60	~56.6%



Executive Report: Community College Survey

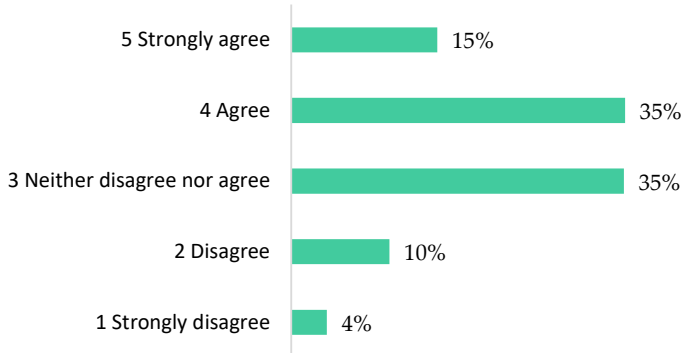
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The Executive Report features key findings based on your institutional data on the cultural relevance and cultural responsiveness items, and information about different subgroups of your students.

Institutional Experiences: Culturally Relevant Environments

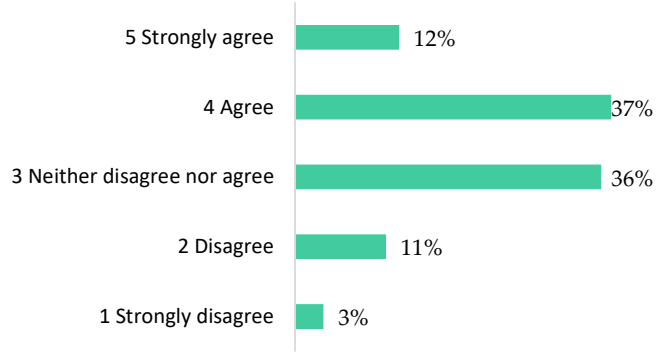
Culturally Relevant Knowledge

At this institution, there are enough opportunities to learn about the challenges that exist in my own cultural communities.



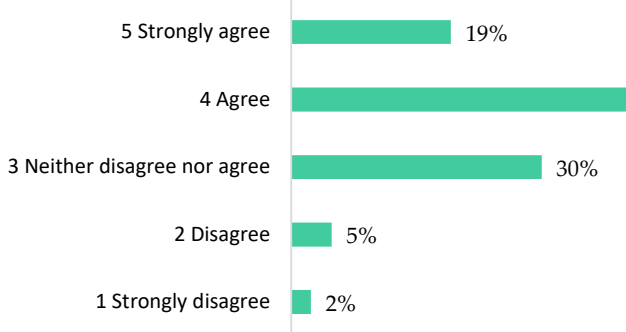
Cultural Community Service

At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to give back to my cultural communities.



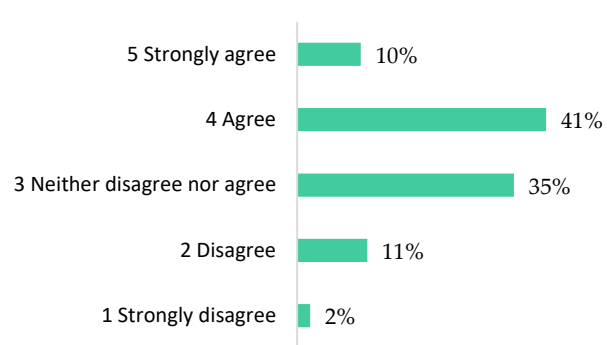
Cultural Validation

In general, my cultural communities are valued at this institution.



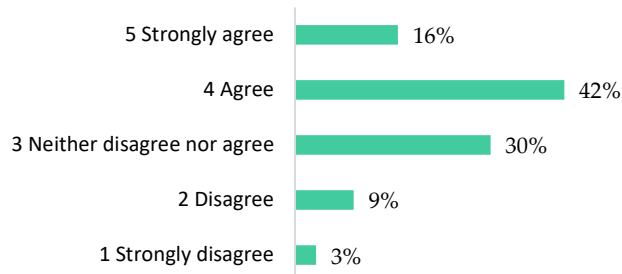
Cultural Familiarity

It is easy to find people at this institution who understand me.



Meaningful Cross Cultural Engagement

At this institution, there are enough opportunities to discuss important social issues with people from different cultural backgrounds.





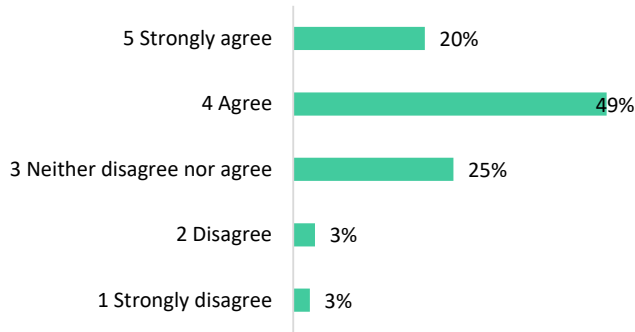
Executive Report: Community College Survey

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Institutional Experiences: Culturally Responsive Environments

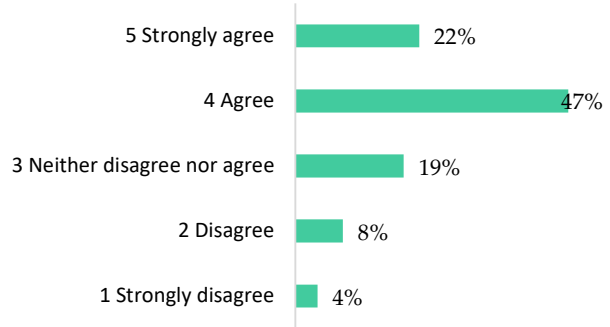
Collectivist Cultural Orientations

In general, people at this institution help each other succeed.



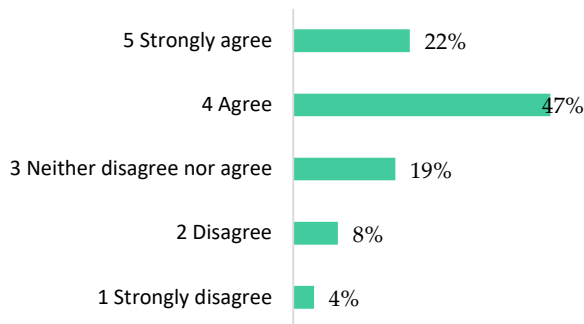
Humanized Educational Environments

In general, educators care about students at



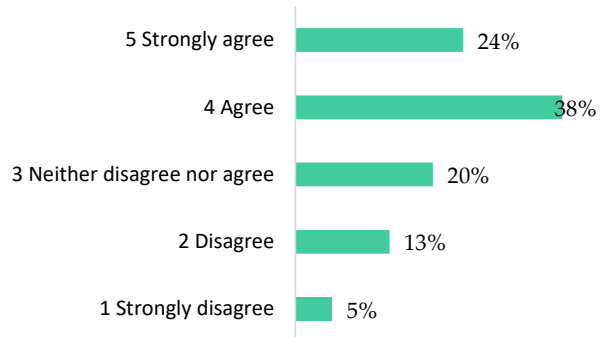
Proactive Philosophies

People at this institution often send me important information about new learning opportunities.



Holistic Support

If I need support, I know a person at this institution who I trust to give me that support.





Executive Report: Community College Survey

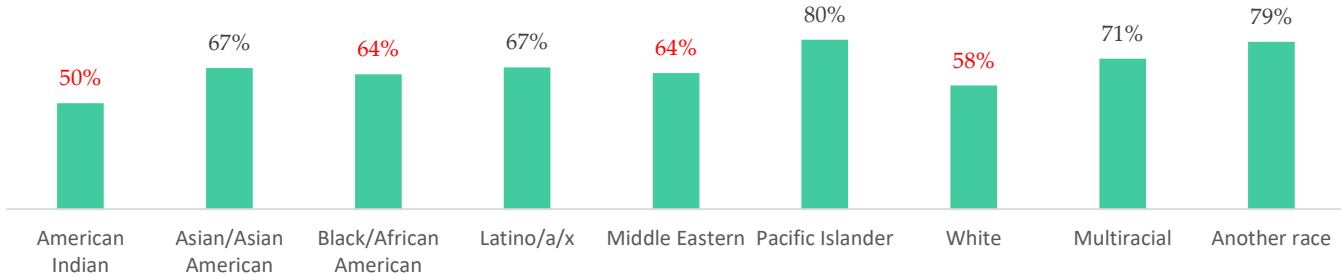
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The CECE Community College Survey included items related to classroom environment, sense of belonging, academic self-efficacy, academic motivation, and cultural appreciation. The charts below report the percentage of students that indicated their agreement to four of these items across select groups.

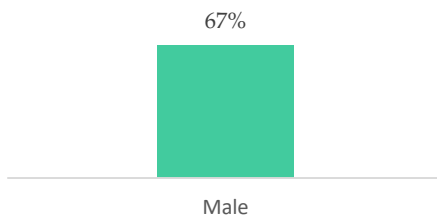
I feel like I belong at this institution.

In summary, race/ethnicity is the only indicator reflecting significant differences in the perceptions among groups on these items.

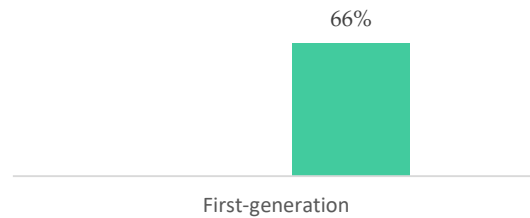
By Race



By Sex



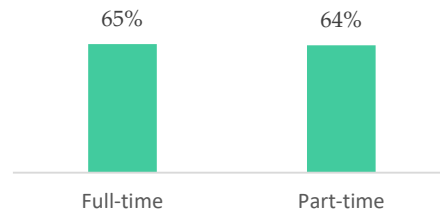
By First-Generation Status



Sense of Belonging

Sense of belonging refers to the degree to which students feel they belong to the campus community. In the CECE survey, students are asked to rate their agreement to the following three items: I feel like I am part of the community on this campus [SBcommunity]; I feel like I belong on this campus [SBbelong]; I feel a strong connection to the community on this campus [SBconnection].

By Enrollment Status



Museus, S. D., Yi, V., & Saelua, N. (2017). The Impact of Culturally Engaging Campus Environments on Sense of Belonging. *The Review of Higher Education*, 40 (2), 187-215.

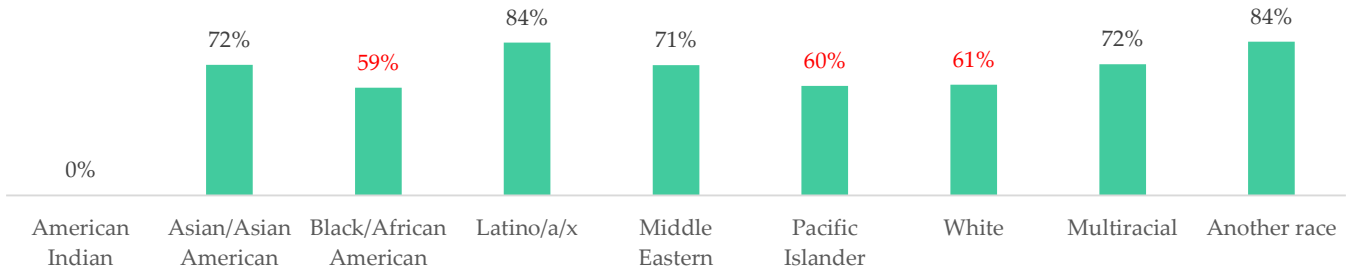


Executive Report: Community College Survey

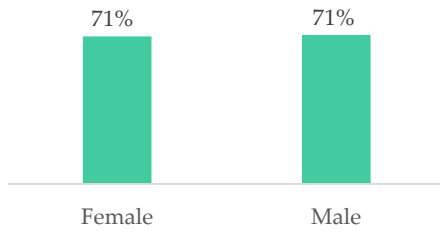
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Compared to when you first entered this institution, how would you describe your current ability to be successful in college?

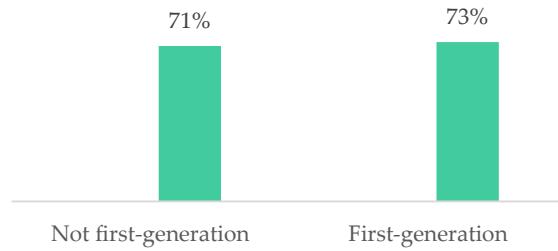
By Race



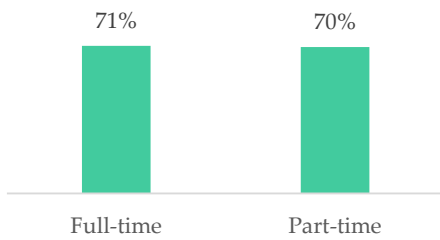
By Sex



By First-Generation Status



By Enrollment Status



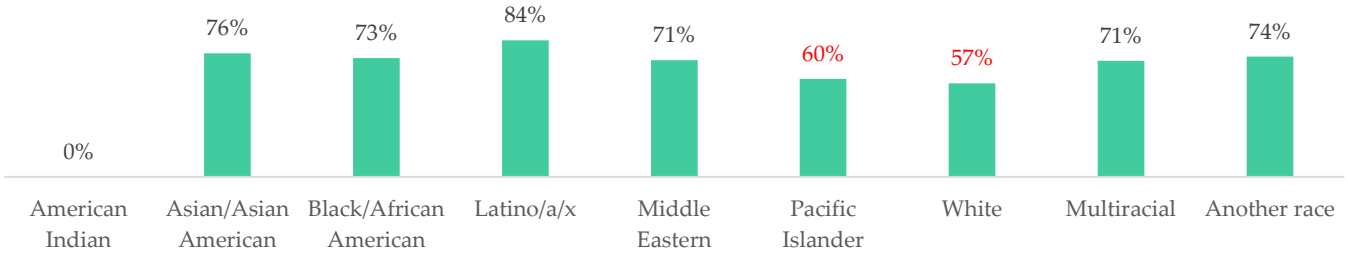


Executive Report: Community College Survey

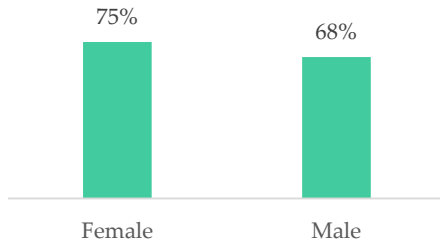
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Compared to when you first entered college, how would you describe your motivation to work hard in school?

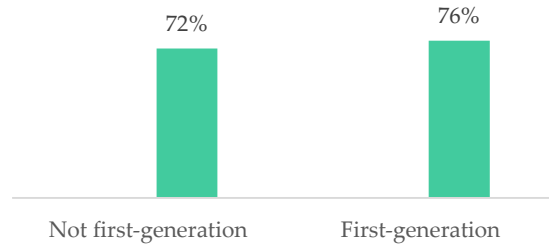
By Race



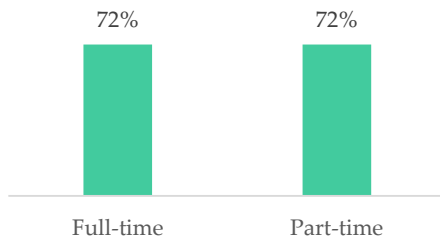
By Sex



By First-Generation Status



By Enrollment Status



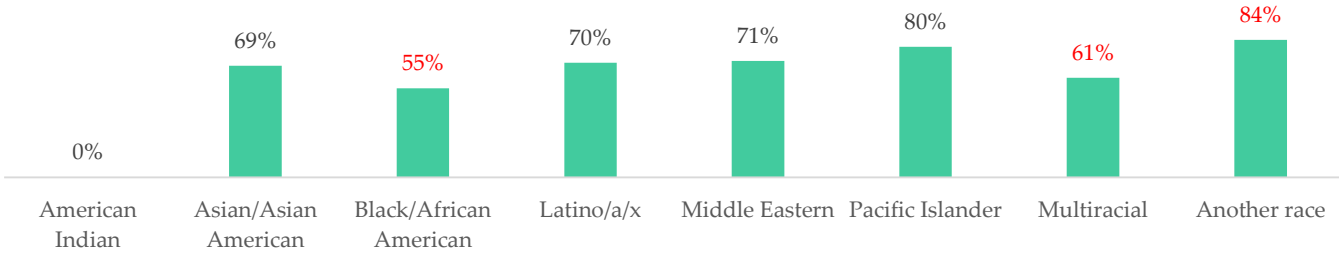


Executive Report: Community College Survey

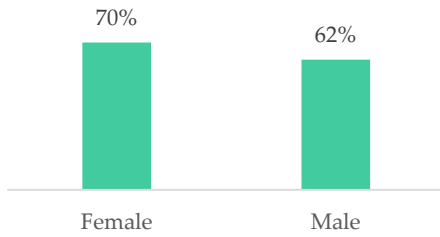
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Compared to when you first entered college, how would your ability to appreciate cultures different from your own?

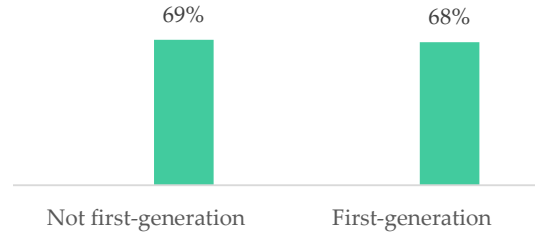
By Race



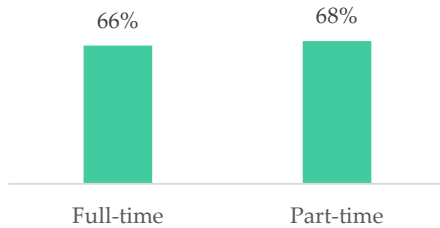
By Sex



By First-Generation Status



By Enrollment Status





CECE Survey Combined Report

Mission College

The CECE survey combined report shows responses from students, faculty and staff at your institution who completed the respective CECE surveys. Faculty and staff were asked to share their perceptions of the value their institutions placed on different components of the campus environments. These items were meant to complement each of the nine CECE indicators. All student responses are based on information from all census-administered students at your institution, the same as those included in the student frequency report.

Cultural Relevance

Cultural Familiarity	Faculty	Staff	Students				
	<i>Very important or absolutely essential %</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?				
7a. Provide opportunities for diverse students to connect with people from their own communities. (fCFstudents / sCFstudents)	76%	76%	2%	11%	35%	41%	10%

Culturally Relevant Knowledge	Faculty	Staff	Students				
	<i>Very important or absolutely essential %</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?				
7b. Provide opportunities for diverse students to learn about their own communities. (fCRKstudents/sCRKstudents)	78%	75%	4%	10%	35%	38%	13%

Cultural Community Service	Faculty	Staff	Students				
	<i>Very important or absolutely essential %</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?				
7c. Provide opportunities (e.g., research, community service projects, etc.) for diverse students to give back to their (own) cultural communities. (fCCSstudents, sCCSstudents)	67%	76%	3%	11%	36%	37%	12%



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Cross-Cultural Engagement	Faculty	Staff	Students				
	<i>Very important or absolutely essential %</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?				
7d. Provide opportunities for diverse students to discuss important social issues with people from different cultural backgrounds. (fCCEstudents, sCCEstudents)	90%	87%	3%	9%	30%	42%	16%
			3a. At this institution, there are opportunities to discuss important social issues with people from different cultural backgrounds (CCEsocial)				

Cultural Validation	Faculty	Staff	Students				
	<i>Very important or absolutely essential %</i>		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?				
7e. Value the diverse forms of knowledge from students' cultural communities (fCVstudents, sCVstudents)	87%	86%	2%	7%	31%	43%	17%
			9b. In general, people at this institution value knowledge from my cultural communities (CVknowledge)				



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Cultural Responsiveness

	Faculty	Staff		Students				
	<i>Very important or absolutely essential %</i>			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?					
7f. Encourage collaboration and teamwork among students. (fCCOstudents, sCCOstudents)	88%	90%	3f. In general, people at this institution work together toward common goals. (CCOgoals)	2%	4%	23%	53%	19%

Humanized Educational Environments

	Faculty	Staff		Students				
	<i>Very important or absolutely essential %</i>			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?					
7g. Foster meaningful relationships between faculty/staff and students. (fHEEstudents, sHEEstudents)	90%	87%	3g. In general, educators care about students at this institution. (HEEcare)	2%	2%	16%	46%	33%

Proactive Philosophies

	Faculty	Staff		Students				
	<i>Very important or absolutely essential %</i>			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither d/a</i>	<i>Agree</i>	<i>Strongly Agree</i>
Percentage of faculty / staff who indicated that it is important for the institution to do the following:			Distribution of student responses to: To what extent do you disagree/agree with the following statements?					
7h. Make sure students access information they need about available resources (i.e., information and support). (fPPstudents, sPPstudents).	90%	90%	1b. People at this institution often send me important information about supports that are available. (PPsupport)	4%	8%	20%	47%	21%

Faculty Staff Students

Gaps on Element Responses Between Students and Employees: Cultural Relevance

Element	Item	Faculty % Very Important or Absolutely Essential	Staff & Admin % Very Important or Absolutely Essential	Students % Agree or Strongly Agree	Gap Between Student and Faculty Perceptions	Gap Between Student and Staff/Administration Perceptions
Cultural Relevance	Cultural Familiarity	76%	76%	51%	-25%	-25%
	Culturally Relevant Knowledge	78%	75%	51%	-27%	-24%
	Cultural Community Service	67%	76%	49%	-18%	-27%
	Cross-Cultural Engagement	90%	87%	58%	-32%	-29%
	Cultural Validation	87%	86%	60%	-27%	-26%

Gaps on Element Responses Between Students and Employees: Cultural Responsiveness

Element	Item	Faculty % Very Important or Absolutely Essential	Staff & Admin % Very Important or Absolutely Essential	Students % Agree or Strongly Agree	Gap Between Student and Faculty Perceptions	Gap Between Student and Staff/Administratio n Perceptions
Cultural Responsiveness	Collectivist Cultural Orientations	88%	90%	72%	-16%	-18%
	Humanized Educational Environments	90%	87%	79%	-11%	-8%
	Proactive Philosophies	90%	90%	68%	-22%	-22%
	Holistic Support	85%	90%	60%	-25%	-30%

CECE Survey: Mission College, 2017-2018

Selected Student Comments:

Support/Activities/Programs That Make You Feel Included or Helped You Succeed at This Institution:

Categorical and cohort programs were all mentioned multiple times (1B)

Because many of us are here because of immigration. To survive in the life of the USA, we somehow study whether morning or night and work whether morning or night. Some teachers identify with us so they sit down and listen to our stories then they always give us some obvious favors such as submit late, extend due date but some teachers don't. We don't ask them to raise our grades, we just hope they are able to (have) a little understanding (for) us.

Counselors made it feel like it was possible to succeed despite previous experiences.

I am enrolled as an online student therefore I have not participated in any campus activities.

I attended the Black History Luncheon. It made me feel great.

All of my Professors have always clearly set their expectations including being respectful to one another (i.e. no hate speech).

None. I'm a woman in tech in the heart of Silicon Valley. I have yet to see a single organization, club, or school setting that promoted, discussed, provided council (sic), or brought attention to, female inclusion in the tech industry. This needs to be addressed before we can even begin to drill into women's cultural diversity in tech. All the women in tech that are successful generally are business or finance majors, never actually tech majors.

The Dream Act and support of illegal immigrants makes me feel left out from this institution. I feel that this institution values dreamers over law abiding citizens.

I'm disappointed in my experience at Mission College. My previous college in San Diego was much more interactive with students. We spoke about inequality, racism, student/teacher (sic) issues. Students were engaged in other cultures and learning the most and the saddest part is that the school was underfunded but professors cared more and the environment was more inviting and alive. Mission College has money to drop on a new building and a fancy entry way but can't help student clubs with funding or creating an inclusive community on campus.

Anything Else Not Captured By This Survey That You Think We Should Know:

Asking about students' life outside school. How are they get (sic) along well with new culture, their living conditions, assigned (sic) some new foreign friends that can help them improve their verbal language etc....

I feel this survey was good, but did not address enough regarding my culture. I feel this institution does not or is not aware how little my culture is addressed. There is not enough things to attract my culture. I have no problem learning about other cultures. I have learned a lot, but I feel the African American Culture is not really represented on this campus. I feel there is not enough on this campus that involves or attracts them.

Being an older person in college brings its own challenges and issues. I would appreciate attention to that issue as well.

I am tired of "learning" about "diversity" and how to socialize and "accept" other "minorities". What about the diversity of ideas? Why are we not encouraged to debate? What I often encounter is propaganda. The subject of "inequality" is usually discussed in an opinionated format, not factual. I do not want to pay tuition to waste my time learning something other than the proposed subject of the class I signed up for. Individuals who are racist and inmoral (sic) will not get far in life and will have to face the rath (sic) of society. Give us the freedom to make up our own minds. Stop with the propaganda and obsession over race. At the end of the day, we exist in the United States...so, shouldn't we focus on American culture and values?

I have such a deep connection with other students, staff, faculties (sic) and administrators here, I almost don't want to transfer. They go our of their ways to help their students. I would not have gone this far or done so well if it were not for them. This institution is by far one of the best colleges around. Thank you. I rate it 9/10 I'd give shout outs to certain people but not sure if that's allowed.

CECE Survey: Mission College, 2017-2018

Selected Faculty Comments:

Support/Activities/Programs That Make You Feel Included or Helped You Succeed at This Institution:

Cultural events where students, staff, and faculty can connect.

Every once in a while there will be a workshop that includes a wide variety of people from across campus - mingling and learning with and from them is very helpful.

I really like trainings regarding equity or helping disadvantaged students. I feel that we have had some good trainings in the past and need to have more in the future to better serve our population of students.

I feel included not because of any support from the school, but from my interaction with faculty, staff, and students. I feel the school provides almost nothing, throws you into the semester, and you hope that you survive it. It's been a struggle to navigate.

There are programs that try to help, but the bureaucracy of enacting those programs or receiving their benefits diminishes the support. In other words, the amount of administrative procedure that is required to create a program, or to write, receive, and administer a grant becomes a disincentive.

Anything Else Not Captured By This Survey That You Think We Should Know:

I would like to participate in an equity support group/I would like to participate in an organized training for my upcoming role as department chair. I would like to have a DC mentor.

My students often tell me that they feel safe and supported here compared to other environments. I think it is because the campus is so diverse. Everyone here is very integrated, so you do not look around and see different groups.

Permanent classified staff are very important to student success, especially in support areas such as tutoring centers, writing centers, math centers, etc.

We need more space and time to bring people together (retreats, more all-college days, social events, team building, healthy competitions). Consider an "all-college" hour weekly so that everyone can participate during the week. Go beyond flex day and form "learning communities" among faculty and administrators and staff that take place year round. We can't work effectively and feel synergy if we don't find time to understand and know each other as human beings.

CECE Survey: Mission College, 2017-2018

Selected Faculty Comments:

There does not seem to be a sense of community on campus. If you seek it you can find it but it has taken a lot of effort on my part to connect with others on campus. Administrators have been very welcoming and I am grateful but other than the initial welcome I feel left on my own many times.

Adjuncts get very little support in general at Mission, and little information on advising or tutoring for students.

CECE Survey: Mission College, 2017-2018

Selected Classified Staff and Administrator Comments:

When you think about your own career, how would you define success?

Being of service to others in ways that are measurable, impactful, collaborative and sustainable. Primary focus is advancing educational support and opportunities to all, especially the underserved, poor, first generation and non-traditional students.

In my career, success is advocating for my students and their special needs/issues and helping them succeed in their educational goals.

Can you describe activities/programs that made you feel included or helped you succeed at this institution?

Committee work, volunteering at events that promote social justice and/or improve the educational experience for our students.

All of the Student Support Services, and the Dean's and VP's Office for Student Support Services, interact with and support each other. The Educational Technology Support staff are included in this group. A great thing is the way the Office of Student Activities and the Library in particular (but other programs, too) continually create a multicultural, inclusive environment with various offerings/events.

My success is self-driven. Institution does not support training, skills development or institutional uniform practices. Inclusion of staff does not appear to be important.

The ability to participate on committees and have a voice for our fellow Classified Staff. Being included in student activities as it reminds us why we are here. Professional development opportunities and the opportunity to work out of class in higher positions. The ability to attend conferences and workshops that expose us to information we may not have been aware of to share with our fellow colleagues.

CECE Survey: Mission College, 2017-2018

Selected Classified Staff and Administrator Comments:

Anything Else Not Captured By This Survey That You Think We Should Know:

I've been at the Community College a year and a half. I believe we have the right leadership and key players in order to move equity initiatives forward. That being said, it's difficult work that requires vision, organization, follow-through, and more and more opportunities to build community across the internal and external campus community. I'm very happy at Mission and I think I have the right attitude about the amount of time it takes to see change. Some folks may get frustrated or become pessimistic due to change not happening fast enough and so I think we require additional attention on helping folks (especially those committed to change) understand that change takes time, is an iterative process.

Onboarding and awareness of institutional values are not part of the new hire process. Much depends on the co-workers with which you are placed. District Administration is far removed from daily work and what is necessary to complete it.

Seems that students are really struggling with work demands outside of campus and the high cost of housing and life in SV in general. We hear more and more that students don't have time and are keeping two or more jobs to cover their costs at home or for their families. I would like to see expanded scholarship or grant programs to include textbook, supplies and housing support.



Demographics at a Glance: Community College Survey

Mission College

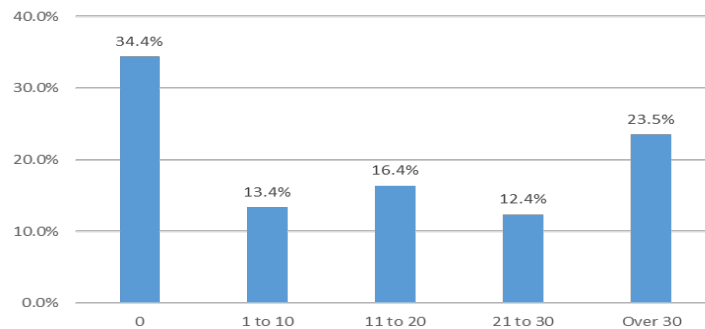
The Demographics at a glance section compares CECE respondents to the overall student population as of Spring 2018. Other demographics are highlighted including citizenship status, hours of worked per week, etc.

	Fast Facts Spring 2018	CECE Questionnaire	
African American	3.5%	3.4%	n=28
American Indian/Alaskan	0.1%	1.3%	n=11
Asian	36.2%	43.4%	n=355
Filipino	9.7%		
Hispanic	28.2%	20.4%	n=167
Multi-Ethnicity	4.0%	5.3%	n=43
Pacific Islander	0.3%	2.2%	n=18
Unknown/Non-Respondent	1.0%	3.8%	n=31
White	17.6%	13.7%	n=112
Middle Eastern		2.7%	n=22
Prefer to Self-Describe		3.8%	n=31
			n=818

What is your status in the U.S.?

US Citizen	87.30%
Int'l Student	5.80%
Other status	2.90%
Prefer not to respond	3.70%

How many hours a week do you work OFF campus?





CECE 2018 Community College Survey Indicators Report

Mission College

In the following section, you are provided with mean comparison information for each CECE Indicator across specific subgroups. The first chart provides a closer look at your students' scores on the nine CECE indicators, broken down by sex, first-generation, enrollment status and race. **We urge caution in generalizing any category with counts containing fewer than 10 respondents - these groups are indicated by green font.**

Items on which students reported <= 50% strongly agree/agree are indicated by red font - this is a discretionary, non-scientific cutoff

Cultural Familiarity

Campus spaces for students to connect with faculty, staff, and peers who share and understand their cultural backgrounds, identities, and experiences.

The table below displays the mean group scores for the Cultural Familiarity indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	50.0	16.7	0.8
	Male	239	50.1	16.5	1.1
First-generation status	First-generation	208	49.0	17.7	1.2
	Not first-generation	447	50.5	16.7	0.8
Enrollment status	Full-time	278	50.7	17.0	1.1
	Part-time	530	49.6	16.5	0.8
Race	Alaska Native/Native American	2	26.7	9.4	6.7
	Asian or Asian American	330	52.0	15.4	0.8
	Black or African American	22	39.4	19.0	4.1
	Latino/Latina/Latinx	149	53.1	15.4	1.3
	Middle Eastern	14	51.0	18.2	4.9
	Pacific Islander	5	48.0	16.6	7.4
	White	84	43.1	19.0	2.1
	Multiracial	83	49.3	18.6	2.0
	Another race	19	47.0	17.1	3.9
	I prefer not to respond	0		0.0	0.0

Cultural Familiarity Items

It is easy to find people at this institution with similar backgrounds as me.	57%
I frequently interact with people from similar backgrounds as me at this institution.	49%
It is easy to find people at this institution who understand me.	51%
It is easy to find people at this institution who understand my struggles.	49%
People at this institution are generally willing to take time to understand my experiences.	54%



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Culturally Relevant Knowledge

Opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular opportunities.

The table below displays the mean group scores for the Culturally Relevant Knowledge indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	49.8	17.9	0.8
	Male	239	50.3	18.4	1.3
First-generation status	First-generation	208	47.9	19.9	1.4
	Not first-generation	447	50.3	18.0	0.9
Enrollment status	Full-time	278	48.3	18.4	1.2
	Part-time	530	50.4	18.2	0.8
Race	Alaska Native/Native American	2	20.0	28.3	20.0
	Asian or Asian American	330	50.1	18.1	1.0
	Black or African American	22	39.4	22.1	4.7
	Latino/Latina/Latinx	149	54.9	17.5	1.5
	Middle Eastern	14	51.0	23.2	6.2
	Pacific Islander	5	45.3	14.5	6.5
	White	84	43.3	19.0	2.1
	Multiracial	83	46.6	19.7	2.2
	Another race	19	42.5	17.9	4.1
	I prefer not to respond	0		0.0	0.0

Culturally Relevant Knowledge Items

At this institution, there are enough opportunities to learn about the challenges that exist in my own cultural communities.

51%

At this institution, there are enough opportunities to learn about important issues within my own cultural communities.

50%

At this institution, there are enough opportunities to gain knowledge about my own cultural communities.

51%

Percentage Agree/
Strongly Agree
(all students)



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Cultural Community Service

Opportunities for students to give back to and serve their home communities.

The table below displays the mean group scores for the Cultural Community Service indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	49.6	17.5	0.8
	Male	239	50.7	18.3	1.2
First-generation status	First-generation	208	47.5	19.6	1.4
	Not first-generation	447	50.4	17.4	0.8
Enrollment status	Full-time	278	48.9	18.8	1.2
	Part-time	530	50.2	17.3	0.8
Race	Alaska Native/Native American	2	16.1	4.7	3.3
	Asian or Asian American	330	50.1	17.6	1.0
	Black or African American	22	39.1	21.3	4.5
	Latino/Latina/Latinx	149	53.1	17.5	1.4
	Middle Eastern	14	49.0	22.1	5.9
	Pacific Islander	5	50.7	12.1	5.4
	White	84	43.2	16.5	1.8
	Multiracial	83	48.5	19.3	2.1
	Another race	19	47.0	18.4	4.2
	I prefer not to respond	0		0.0	0.0

Culturally Community Service Items

	Percentage Agree/ Strongly Agree (all students)
At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to help improve the lives of people in my cultural communities.	52%
At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to give back to my cultural communities.	50%
At this institution, there are enough opportunities (e.g., research, community service projects, etc.) to positively impact my cultural communities.	51%



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Meaningful Cross-Cultural Engagement

Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real social and political problems.

The table below displays the mean group scores for the Cross-Cultural Engagement indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	48.7	18.0	0.8
	Male	239	52.1	17.8	1.2
First-generation status	First-generation	208	49.9	18.3	1.3
	Not first-generation	447	51.2	17.8	0.8
Enrollment status	Full-time	278	48.8	17.6	1.1
	Part-time	530	50.0	18.2	0.8
Race	Alaska Native/Native American	2	26.7	9.4	6.7
	Asian or Asian American	330	50.9	16.5	0.9
	Black or African American	22	46.3	18.6	4.0
	Latino/Latina/Latinx	149	52.3	18.5	1.5
	Middle Eastern	14	51.4	22.6	6.0
	Pacific Islander	5	46.7	28.7	12.8
	White	84	47.3	19.2	2.1
	Multiracial	83	52.9	18.4	2.0
	Another race	19	43.9	15.3	3.5
	I prefer not to respond	0		0.0	0.0

Cross-Cultural Engagement Items

	Percentage Agree/ Strongly Agree (all students)
At this institution, there are enough opportunities to discuss important social issues with people from different cultural backgrounds.	57%
At this institution, there are enough opportunities to discuss important political issues with people from different cultural backgrounds.	44%
At this institution, there are enough opportunities to discuss important diversity-related issues with people from different cultural backgrounds.	56%



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Cultural Validation

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

The table below displays the mean group scores for the Cultural Validation indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	54.6	16.2	0.7
	Male	239	52.9	17.1	1.2
First-generation status	First-generation	208	55.2	16.8	1.2
	Not first-generation	447	53.9	16.6	0.8
Enrollment status	Full-time	278	54.0	16.1	1.0
	Part-time	530	53.9	17.0	0.8
Race	Alaska Native/Native American	2	30.0	42.4	30.0
	Asian or Asian American	330	54.7	16.9	0.9
	Black or African American	22	44.8	19.2	4.1
	Latino/Latina/Latinx	149	58.3	14.9	1.2
	Middle Eastern	14	54.3	20.1	5.4
	Pacific Islander	5	50.7	10.1	4.5
	White	84	49.1	16.9	1.9
	Multiracial	83	53.3	17.3	1.9
	Another race	19	49.5	12.0	2.8
	I prefer not to respond	0		0.0	0.0

Cultural Validation Items

In general, people at this institution value knowledge from my cultural communities.

In general, my cultural communities are valued at this institution.

In general, people at this institution value the experiences of people in my cultural communities.

**Percentage Agree/
Strongly Agree
(all students)**

60%

63%

62%



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Collectivist Cultural Orientations

Campuses cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

The table below displays the mean group scores for the Collectivist Cultural Orientations indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	56.1	15.9	0.7
	Male	239	57.0	15.9	1.0
First-generation status	First-generation	208	58.1	15.9	1.1
	Not first-generation	447	57.6	15.6	0.7
Enrollment status	Full-time	278	57.6	14.1	0.9
	Part-time	530	55.6	16.8	0.7
Race	Alaska Native/Native American	2	30.0	14.1	10.0
	Asian or Asian American	330	57.8	15.4	0.8
	Black or African American	22	53.0	20.9	4.6
	Latino/Latina/Latinx	149	57.3	15.4	1.3
	Middle Eastern	14	58.1	13.7	3.7
	Pacific Islander	5	53.3	31.6	14.1
	White	84	55.4	16.9	1.9
	Multiracial	83	58.9	15.2	1.7
	Another race	19	58.2	9.9	2.3
	I prefer not to respond	0		0.0	0.0

Collectivist Cultural Orientations Items

- In general, people at this institution help each other succeed.
- In general, people at this institution support each other.
- In general, people at this institution work together toward common goals.

**Percentage Agree/
Strongly Agree
(all students)**

- 69%
- 72%
- 72%



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Humanized Educational Environments

Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are committed to their success.

The table below displays the mean group scores for the Humanized Educational Environments indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	60.1	16	1
	Male	239	62.5	15.1	1.0
First-generation status	First-generation	208	63.0	15.9	1.1
	Not first-generation	447	61.8	15.8	0.7
Enrollment status	Full-time	278	60.9	15.2	0.9
	Part-time	530	60.6	16.6	0.7
Race	Alaska Native/Native American	2	46.7	18.9	13.3
	Asian or Asian American	330	61.7	15.2	0.8
	Black or African American	22	58.5	20.3	4.3
	Latino/Latina/Latinx	149	62.4	14.6	1.2
	Middle Eastern	14	61.4	14.4	3.8
	Pacific Islander	5	54.7	31.8	14.2
	White	84	61.6	15.8	1.7
	Multiracial	83	64.8	15.9	1.8
	Another race	19	66.0	13.7	3.1
	I prefer not to respond	0		0.0	0.0

Humanized Educational Environments Items

- In general, educators care about students at this institution.
- In general, educators at this institution are committed to my success.
- In general, I view educators at this institution as caring human beings.

**Percentage Agree/
Strongly Agree
(all students)**

- 79%
- 76%
- 82%



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Proactive Philosophies

Philosophies that lead educators to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down on their own.

The table below displays the mean group scores for the Proactive Philosophies indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	49.9	17.5	0.7
	Male	239	51.2	18.1	1.2
First-generation status	First-generation	208	49.3	17.9	1.2
	Not first-generation	447	51.5	18.0	0.9
Enrollment status	Full-time	278	52.5	17.2	1.0
	Part-time	530	48.9	18.0	0.8
Race	Alaska Native/Native American	2	46.7	9.4	6.7
	Asian or Asian American	330	52.8	17.6	1.0
	Black or African American	22	46.5	19.4	4.1
	Latino/Latina/Latinx	149	50.4	16.7	1.4
	Middle Eastern	14	54.3	15.2	4.1
	Pacific Islander	5	50.7	22.4	10.0
	White	84	45.2	17.7	1.9
	Multiracial	83	50.4	18.7	2.1
	Another race	19	47.7	14.8	3.4
	I prefer not to respond	0		0.0	0.0

Proactive Philosophies Items

People at this institution often send me important information about new learning opportunities.

People at this institution often send me important information about supports that are available.

People at this institution check in with me regularly to see if I need support.

**Percentage Agree/
Strongly Agree
(all students)**

69%

67%

38%



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Holistic Support

Access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support that they require regardless of the problem or issue that they face.

The table below displays the mean group scores for the Holistic Support indicator, and comparisons across different identity groups for the CECE 2017-2018 administration.

		Count	Mean	Std. Dev.	Std. Err.
Sex	Female	556	52.1	20.9	0.9
	Male	239	55.0	19.8	1.3
First-generation status	First-generation	208	52.0	22.3	1.6
	Not first-generation	447	55.2	20.3	1.0
Enrollment status	Full-time	278	55.6	19.6	1.2
	Part-time	530	51.3	21.1	0.9
Race	Alaska Native/Native American	2	60.0	28.3	20.0
	Asian or Asian American	330	54.2	19.8	1.1
	Black or African American	22	43.5	24.3	5.3
	Latino/Latina/Latinx	149	54.7	19.8	1.6
	Middle Eastern	14	53.3	16.9	4.5
	Pacific Islander	5	61.3	14.5	6.5
	White	84	51.5	23.6	2.6
	Multiracial	83	57.6	20.1	2.2
	Another race	19	57.5	22.1	5.1
	I prefer not to respond	0		0.0	0.0

Holistic Support Items

- If I need support, I know a person at this institution who I trust to give me that support.
- If I have a problem, I know a person at this institution who I trust to help me solve that problem.
- If I need information, I know a person at this institution who I trust to give me the information that I need.

Percentage Agree/
Strongly Agree
(all students)

62%
60%
69%

CECE: Mission College, 2017-2018

Discussion Questions

Regarding the Executive Report, did anything surprise you? Differences in perception among groups varied significantly only based on ethnicity, not FT/PT status, gender, or first-gen status. What do you think might account for this? What might some strategies be to begin to address those differences?

Regarding the gaps in responses between students and faculty, and students and staff/admin, on cultural relevance - what do you think might contribute to that? Are there steps the college can take to change that?

Similarly, regarding the gaps in responses between students and faculty, and students and staff/admin, on cultural relevance - what do you think might contribute to that? Are there steps the college can take to change that?

How does the CECE survey data reflect or dispel what we are learning in our student equity work?

Were the student comments (chosen to be representative) reflective of how you expected them to describe their experiences at Mission College? Why or why not?

Were the faculty comments (chosen to be representative) reflective of how you expected them to describe their experiences at Mission College? Why or why not?

Were the staff/admin comments (chosen to be representative) reflective of how you expected them to describe their experiences at Mission College? Why or why not?

Which data points were most concerning to you? Why?

Which data points were most reassuring to you? Why?

How can we use this report to enhance our work on the Student Equity Plan?